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AUTHOR Schiavone, Carl
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ABSTRACT

The essential thrust of the fourth grade unit of the FICSS series (Focus on Inner City Social Studies -- see SO 008 271) is to enable students to understand man from an anthropological perspective. The first unit of the fourth grade level deals specifically with the origins of man, the origins of the races of man, the races of man, and races in the United States. Attempting to dispell some of the myths and stereotypes regarding the concept of race and racial superiority, the units begin with the study of man's earliest origins in Olduvai Gorge, tracing the evolution of man to present day. The format of the unit includes a general introduction to the program; suggested teaching procedures and strategies; essential source materials; knowledge, skill, and behavioral objectives; learning activities; and additional teacher and student resources. (Author/JR)

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ORIGINS OF MAN

GRADE FOUR, UNIT ONE

4.1

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
Melvin Arnoff, Project Director
Associate Professor
Kent State University

Unit Author
Carl Schiavone

Unit Editor
Rosanne Marek

Participating School Districts	and Superintendents
Akron	Mr. Conrad C. Ott
Canton	Dr. Henry Kurdziel
Mansfield	Mr. Robert E. Glass
Youngstown	Dr. Richard Viering
Youngstown Diocese	Msgr. Wm. A. Hughes

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Project No. 6090

June, 1971

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INTRODUCTION

SCOPE OF THE FOURTH GRADE CURRICULUM

The curriculum of the fourth grade builds upon fundamental learnings acquired as the result of the curriculum of the primary grades. The essential thrust of this year is toward enabling students to understand man, his origins, the development of separate, distinct cultures, the cross-fertilization of cultures into the mainstream of American life, and the richness of this diversity. In so doing, the units of this year draw heavily upon the principles of anthropology, sociology, and immigration history.

Specifically, the units in grade four include:

4.1 The Origins of Man
4.2 The Cultural Backgrounds of Americans
- Indians
- European Americans
- Black Americans
- Spanish-speaking Americans
- Asian Americans

4.3 The Multi-Cultural Strands of American Life
(The cultures of ethnic groups as they contributed to American life)
4.4 Values of Diversity

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INTRODUCTION

SCOPE OF UNIT 4.1

In this unit, the origins of man, the origins of the races of man, the races of man, and races in our country will be studied.

Hopefully, through this study, some of the myths concerned with the concept of race and racial superiority will be dispelled.

ESSENTIAL SOURCE MATERIALS FOR TEACHERS AND PUPILS -- UNIT 4.1

The following materials are considered essential for teaching this unit:

	TEACHER	PUPIL	TOTAL COST
How Man Began. Benefic Press @ $1.68		15	$ 25.20
Exploding Myths of Prejudice Part I, 46 frames; Part II 59 frames In color, with record Warren Schloat Productions	1		36.00
Transparencies with overlays, from M.H. Martin Company, Massillon			
1. Race--An Outmoded Term, I		1	
2. Race--An Outmoded Term, II		1	
3. Racial Stocks of Mankind Today		1	
4. Scientists and Scholars Uncover the Past		1	
5. Archeologists Uncover an Ancient Civilization		1	
6. The Rosetta Stone: Key to the Past		1	35.10
Transparencies with overlays showing the sites where the six early hominides were located; developed at Kent State University		1	2.80
Early Man Chart, 30" x 40", color Pictoral charts Educational Trust London, England		1	1.95
			$ 101.15 TOTAL

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OBJECTIVES

KNOWLEDGE

The pupil will know that:

1. the remains of the earliest man were found in Olduvai Gorge in East Africa.
2. African man lived 2,000,000 years ago.
3. the remains of the first man were discovered by Dr. L.S.B. Leakey and his wife.
4. the first man weighed about a hundred pounds and was not more than four feet tall.
5. the remains of Java men were discovered by Dr. DuBois on the Trinil River.
6. Peking, China was the site where Peking Man was discovered.
7. Java man lived about 500,000 to 250,000 years ago.
8. Peking man lived about 450,000 to 250,000 years ago.
9. Peking man was the first to live in caves.
10. Peking man cooked his food, and used fire for protection.
11. the remains of Peking man were lost during World War II.
12. Neanderthal man's bones were uncovered in the Neander Valley in Germany.
13. Neanderthal man was the first to bury his dead.
14. Neanderthal man lived in Europe during the Ice Age.
15. Cro-Magnon man lived 40,000 to 10,000 years ago.
16. descendents of Cro-Magnon crossed over to Alaska to become the descendents of the American Indian.
17. Jarmo man lived in 6,700 B.C.
18. the appearance of Jarmo man was very similar to modern man.
19. the development of the pelvic girdle of man preceded that of his brain; the development of the pelvic girdle and foot gave bipedal locomotion to man.
20. natural selection, mutation, sampling error, migration, and extinction are agents of change.
21. the first man lived in the tropics or subtropics, and probably had a brown skin coloring.
22. light-skinned man did thrive in the northern regions of the world.
23. light-skinned man did not thrive so well in the southern regions of the world.
24. dark-skinned man adapted well in the southern regions of the world.
25. dark-skinned man did not thrive well in the northern regions of the world.
26. anthropologists believe that men who lived in the northern regions of the world lost their genes for dark coloring.
27. race is defined as a number of people who are like each other physically and who pass on those physical likenesses to their children.
28. race does not mean language, religion, nationality or geographical location.

OBJECTIVES

KNOWLEDGE (continued)

29. Caucasoids, Mongoloids, Australoids, Congoids, and Capoids are generally regarded as the races of people in the world.
30. Caucasoids, Congoids, and Mongoloids are the races found in the United States.

SKILLS

The pupil will be able to:

1. work with a group and help in group decision making.
2. locate the sites where African, Java, Peking, Neanderthal, Cro-Magnon, and Jarmo remains were located.
3. use the library to find and select information and material in order to prepare a report.
4. use a variety of audio-visual sources (slides, pictures, films, charts) to find, evaluate, and select information for specific purposes.
5. work effectively with others in selecting, planning, executing and evaluating group activities.
6. organize and present information and ideas, clearly and accurately, by both the spoken and written word.
7. evaluate his own behavior in terms of democratic process.

ATTITUDES

The pupil will:

1. recognize, respect, and accept differences between races as evidenced by the ability to discuss differences and similarities of the different races.
2. gain respect and appreciation for human values and the rights of others as evidenced by his own contributions and his willingness to accept the contributions of others.
3. respect himself and the worth and dignity of the individual as evidenced by his cooperation in planning, working and evaluating group work.
4. appreciate the importance of cooperation in gaining and keeping goals as evidenced by an acceptance of group goals and acting thereupon.
5. believe that all men share a common origin as evidenced by his fair treatment of persons of other races.

OBJECTIVES

BEHAVIORS

The pupil will:

1. be an effective member of his committee as shown by his willingness to accept tasks which he is assigned.
2. be attentive to the speaker.
3. give and receive help.
4. follow the rule "one person at a time speaking" in order to promote effective, meaningful discussion.
5. take work seriously as evidenced by not getting sidetracked.
6. take part in class or committee discussion.

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
I. Introductory Activities To interest pupils in the study of man.	I. Introductory Activities A. Have the pupils look at a display of model cars from the first to the present model. Ask them to imagine and to describe the car of the future. Raise the following questions: 1. Why did the appearance of the cars change? They still perform the same function. 2. Will the appearance of cars continue to change? B. Create a similar display of either one of the following, and then raise similar questions: 1. pictures of homes, including the past, present, and future 2. pictures showing the different stages of evolutionary development of the horse, dog, etc.	Model cars (or photos of) Pictures of homes, dogs, horses.

00011

II. Raising Questions

1. Have pupils look at a series of photos from ape to modern man. (Only two are needed but more may be added.)

2. View a second display showing people of different races.

Indicate to the class that their new unit of study is concerned with man. Ask them what questions they would like to have answered as a result of their study.

Some of the questions the pupils might raise are:

1. Has man always appeared the same?
2. What color was the earliest man?
3. Did men all come from the same places?
4. How do we know so much about primitive man?
5. What is race? What are the races of the world? of the U.S.?

The pupils should list about 40--60 questions in the four areas of:

1. man's origins
2. origins of races
3. races in the United States
4. races of man and how they developed

(The teacher may need to guide the class into each of the areas by such questions as "Does anyone have questions about man in the United States?" Notice how broad the question is and how it leads into an area, but does not deprive the student of asking questions.)

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III. Categorizing Questions

To organize the questions raised by the class into researchable topics

To identify topics which can be pursued by class committees.

The students may arrive at many ways to categorize the questions they have asked. The particular categories developed are not critical. Rather, categorizing permits them to form an initial intellectual structure for the study they are about to begin. Also, it gives them experience in one aspect of critical thinking.

The author of the unit suggests that the class be organized into four committees one on each of the particular areas of study: Origins of Man, Origin of the Races of Man, Races of Man, and Races in our Country.

The content of this unit has been organized according to these topics. It can, however, be reorganized according to the topics determined by the class.

As presented in this unit, the content is divided as follows:

Origins of Man
Origin of the Races
Races of Man
Races in our Country

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STRATEGY	SOME SUGGESTED INFORMATION RETRIEVAL ACTIVITIES
V. Information Retrieval	1. Interview an anthropologist concerning the origins of man, and the techniques he uses to arrive at his information.
	2. Interview a chemist or physicist concerning the specifics of carbon dating.
	3. Gather data concerning the racial distribution in your area. Also ascertain the socio-economic levels of various racial groups.
	4. Prepare a report on melanin, the color pigment of the skin.
	5. Investigate the enzyme differences between whites and blacks which, on one hand, makes blacks less able to tolerate sulfa, but, on the other hand, enables blacks better to resist malaria.
	6. Pupils may also use a variety of materials such as periodical indexes, maps, encyclopedias, pamphlets, filmstrips, records, etc.
	7. Study body build and structure as related to the region where man lives (Stocky build in the north, and tall, lanky build in the tropics, and subtropics. Explain why body build differs).
	8. A more ambitious group of students may wish to read Darwin's Theory of Evolution and some of its refutations.
	9. Make a time line of the stages of development of early man.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Origins of Man	I. Origins of Man A. How do we know about primitive man? 1. Digs--Excavations of buried cities may indicate the organization of the city, values placed on certain types of activities as inferred by location and/or size, the physical features of man and the type of food he ate as inferred from bone remains, the level of his technology (tools), etc. 2. Carbon-Dating--When alive, all things absorb radioactive carbon (Carbon 14). When a living thing dies, the carbon is gradually turned into non-radioactive ordinary carbon. It takes about 5,600 years for approximately half of the Carbon 14 in an organic substance to reduce to carbon. By measuring the rate of change from Carbon 14 to ordinary carbon, it is possible for scientists to determine the approximate age of an organic substance or object. 3. Language (Linguistic anthropology)--another tool of the anthropologist. A language map of a nation or continent may enable the anthropologist to determine language families and to infer the migration patterns of various groups of people. B. African man (2,000,000 years ago) 1. Scientific findings a. Dr. Raymond Dart found a fossil of hominid in a hill of South Africa. b. Dr. L.S.B. Leakey and wife found fossils in Olduval Gorge in a deep canyon in East Africa. c. One of the fossils reveals a man 5 feet tall, heavyset, big skull, wide face and huge jaws. d. Second fossil of hominid was smaller weighed less than 100 pounds, slender in build, and not more than 4 feet tall. e. Scientists feel this second hominid is believed to be our ancestor. f. South African hominid achieved efficient bipedal locomotion as evidenced by Leakey's discoveries of pelvic bones. g. Bones of hands and feet to closer those of Homo-sapies than to the gorilla. h. African man was believed to have lived about 2,000 000 years ago. The method used for determining age was the potassium-argon method.	Origins of Man John Buettner-Janusch The Emergence of Man, John E. Pfeiffer Mankind in the Making, William Howells How Man Began Walter L. Bateman

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Origins of Man	2. Information on African Man a. Food--The Leakey's say that he ate small animals. Dr. Dart claims that the bones he discovered support his idea that they ate larger animals, too. b. Tools--Both the Leakey's and Dart say he used bone and stone tools. c. Physical appearance--Walked upright, hands free to carry weapons, short in stature, large face, wide jaws, very little forehead slanted back from eyebrows, little room for brain under skull. C. Java Man (500,000--250,000 years ago) 1. Scientific findings a. Dr. Dubois, a native of Holland went to the Dutch East Indies to find more about early man. b. In 1890, digging on the banks of the Trinil River in Java, he found some fossil remains of teeth. Later in the same area he found a thigh bone. c. Java Man was believed to have lived about 500,000 to 250,000 years ago. d. Scientists believed that Java man existed in the same period of time as the African man. 2. Information on Java Man a. Food--small animals b. Tools--were very crude and made from flakes of stone c. Physical appearance--legbones reveal he walked upright, hand free to throw stones, head jutted forward a little, heavy ridges over eyes, little forehead, almost no chin. D. Peking Man (450,000--250,000 years ago) 1. Scientific findings a. Dr. Davidson Black found pieces of quartz in a limestone quarry in Peking, China. He felt that they must have been brought to the area by primitive man and not by animals. b. He found a hominid tooth in 1927; fragments of bones in 1928; a skull in 1929. c. Peking man was believed to have lived 450,000 to 250,000 years ago.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Origins of Man	2. Information on Peking Man a. He ate deer and other animals: Peking man also cooked his own food. b. He used stones for cutting and scraping; he may have fashioned tools from bones and sticks but there is little evidence to support this. c. Peking man lived in caves, he used fire for heat, cooking, and protection. NOTE: Bones and fossils of Peking Man were stolen from a Chinese wharf during World War II in the process of being shipped to the United States for the duration of the War. Fortunately the records and plaster casts of the skulls were safe. E. Neanderthal Man (Neandertal)--150,000--40,000 years ago 1. Scientific findings a. The remains of Neanderthal man were found buried in the Neander Valley in Germany. b. There is evidence to support the fact that Neanderthal man buried his dead. This is the first time we see man showing concern for his relatives. Because of this custom lasting for thousands of years, scientists believe that Neanderthal man must have had a language, for how else could this have been continued. c. Neanderthal man was believed to have lived 150,000 to 40,000 years ago. 2. Information on Neanderthal Man a. Food--He, too, cooked food. b. His tools were highly specialized compared to earlier man's. Discoveries show that the tools of Neanderthal man can be separated into tool kits of five. Kit 1--twelve tool types--two kinds of bores, a beak engraver, other tools to make objects out of wood or bone. For maintenance activities. Kit 2--ten tool types--three kinds of spear points and many kinds of scrapers. For killing and butchering. Kit 3--seven tool types--three kinds of knives for heavy cutting; three kinds of flakes for delicate cutting. For food processing, mainly preparing meats.	The Emergence of Man, John E. Pfeiffer, p. 1

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V. Information Retrieval

Committee A

Origins of Man

Kit 4--four tool types--tools for sawing and shredding and two special types of scrapers for fine work. For shredding and cutting of wood and other plant materials.

Kit 5--six tool types--points, simple scrapers, and push plane. For killing and butchering but perhaps involving more specialized activities than those of Kit 2.

c. Physical appearance--Neanderthal men were short in stature--five feet, women were under five feet; they had long heads with slanting foreheads, large boney ridges over their eyes; they were heavyset, barrel-chested and had large muscles to support their head.

d. Customs--they wore clothing made from the skins of animals. Young boys learned from their fathers, young girls learned from their mothers. Evidence shows that they cared for each other.
They, too, buried their dead.

e. Neanderthal man lived in Europe during the Ice Age; his short stocky build adapted well to this environment.

3. Disappearance of Neanderthal Man — Emergence of Man, John E. Pfeiffer

a. THEORY--Other homo-sapiens moved into Europe and wiped out Neanderthal man--NOT ACCEPTED

b. THEORY--People from the Near East and Mediterranean area moved into area and there was probably much genetic mixture.

c. THEORY--the Severe cold of the area forced man to live in single family units, and the snow kept him from coming and going. The fact that man was a hunter also forced him to live in single family units so that he could provide for his family. Therefore, the Neanderthal man slowly disappeared.

F. Cro-Magnon Man (40,000=10,000 years ago)

1. Scientific findings

a. Cro-Magnon man took over the caves of the Neanderthal man.

b. Bones of the Cro-Magnon man were uncovered in caves in France.

c. Descendents of Cro-magnon man crossed over to Alaska from Siberia to become ancestors of the American Indians.

d. In appearance, they resemble the modern European

e. The Cro-Magnon lived about 40,000 to 10,000 years ago.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A Origins of Man	2. Information of Cro-Magnon Man a. Food--He ate animals and fish b. Tools--he fashioned and used fine stone and bone tools. c. Physical appearance--He appeared very much like us with chin and teeth similar to ours; his forehead rose straight up. d. Homes--they lived in caves e. Hunting--Cro-Magnon Man was skilled in using all sorts of tools and knives of stone. He used torches of fire to frighten herds of animals into a trap of hunters. He used hooks, traps, and harpoons to catch fish. f. Customs--The burials of the Cro-Magnon man were more elaborate than the Neanderthal man. The graves were scooped out from the earth, and tools were placed in them. The legs of the dead were tied. This lead scientists to believe that the Cro-Magnon believed in ghosts. g. Clothing--The graves showed evidence that the Cro-magnon man decorated his clothes with shells, claws, teeth, etc. h. Art--The walls of his caves were painted. The most famous of the caves was found in Lascaux, France by two boys and a dog. The paintings were usually of herds of reindeer, bears, bison, wooly mammoths and wooly rhinoceroses. The drawings were a result of seeing the real animals. The walls of the living quarters were rarely painted. Most paintings were found in dark damp tunnels far back in the caves, in secret rooms, or passageways. Animals were usually found with spears in them. Many theories for their drawings have been advanced. (1) Caves could have housed magic ceremonies. (2) The men may have painted what they hoped to hunt. (3) The men painted to give themselves confidence. NOTE: The Cro-Magnon man could have been responsible for the development of a social structure. The idea of bands of families lead to the emergence of tribes that were held together by marriage, common problems and co-operative hunting. G. Jarmo Man (6700 B.C.) 1. Scientific findings a. The remains of a village occupied by Jarmo man was uncovered in the village of Jarmo in the hill of Iraw in 1948 by a team lead by Dr. Robert J. Brainwood.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A	b. Stone and hunting tools were uncovered. c. Jarmo man invented the quern, a large stone with a hollow in it to be used for grinding grain to make flour. d. Scientists believe that Jarmo man lived about 9,000 years ago or about 6700 B.C. 2. Information about Jarmo man a. Food--He ate grain and meat. b. Tools--He used stone tools, and was responsible for the invention of the hoe. c. Physical appearance--His appearance was very similar to that of modern man. d. Homes--His homes were made of mud brick. They had built-in hearths, and basins for holding water. Their homes were found grouped together. e. Occupations--The Jarmo man was believed to be the first farmer. The fact that grain was found in the excavated village and the fact that the homes were grouped together helped to support the first farmers theory. Hunters move to find food, but farmers with steady food supply live in the same place. f. Art--These people were very effective in the art of making pottery.	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Origin of the Races of Man	I. Origin of the Races of Man A. General Information 1. In the evolution of man, the pelvic girdle and foot developed first, thus giving locomotion to man. 2. The brain developed 3. Man at first was a hunter in search of food. 4. In search of food and better conditions, the ancestors of the living races expanded from their original habitat into the lands of the world. In time they became racially different. 5. Man carried a wide range of genetic possibilities with him as he traveled. 6. Man divided into small breeding isolates, between which there was little genetic change taking place. 7. Once the races were established in their homelands, specific human behavior developed. B. What brings about changes ? 1. Agents of Change a. Natural selection--strong species survive, and the weaker species tend to die out. b. Mutation--changes occur in the genetic makeup. Mutations are passed on to other members of the group. Favorable mutations enhance the likelihood of a species' or groups' survival. c. Sampling error-recombination of the genes. d. Migration--the mixture of the genes e. Extinction--the disappearance of a species either due to environmental conditions or transformed into another. NOTE: Once a lineage has passed through a number of stages, reversion (stage to the original ancestral condition) does not occur (Dollo's principle.) C. The First Man 1. In order to explain the differences in color between one group of humans and another, it would be valuable to know the color of the first man. But this is impossible to determine with certitude. We have parts of the skeletons of some of the earliest humans, but no one can tell the color of a man's skin from looking at his bones.	Origins of Man p. 10-12 The Color of Man Robert Cohen Man's Way from Cave to Skyscraper Ralph & Adelin Linton

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Origin of the Races of Man	2. The earliest known traces of life have generally been found in tropical and subtropical lands. Therefore, scientists believe that the first man had brown skin, probably the color of a present-day Tahitian. 3. As long as the descendents of the first man lived close to one another, they remained alike in color and in other inherited traits. 4. Those of his descendents who went northward into colder climates became lighter, while those who penetrated into tropical lands developed darker skins. 5. Those who traveled into the tropics found almost any kind of clothing uncomfortable and unnecessary. Year after year the sun beat down on their naked skins as they traveled about hunting for food. Those who could tan could stay out in the sun longer, but those who did not tan found staying out in the sun very uncomfortable. 6. Therefore, when men moved into tropical lands, the lighter skinned members of the band would sicken and die early and not leave many offspring. The darker ones whose skin pigment offered protection from the penetrating light would thrive, marry dark-skinned children. 7. As this process went on for generation after generation, the entire population in that region came to have dark skins. 8. In the north, where the sun's rays were weaker and winter nights are long, a dark skin prevents its owner from getting as much of the violet rays of sunlight as he needs for health. 9. When a band of hunters with medium brown skins migrated into the north, they found that they no longer need protection against sunburn. The northern lands, a light-skinned hunter could stay outside in the weak sunlight just as long as the darkest members of his group. 10. Therefore, here the lighter people thrived and the dark ones became enfeebled and susceptible to disease, consequently, the people kept paling out with each generation. 11. Anthropologists believe that, because the sunlight was weaker, the men who came to live in these northern lands gradually lost most of their genes for dark coloring. Through natural selection, the peoples of the north developed light-colored skins, just as the people of the south developed dark-colored skins. D. What races are not 1. Race does not mean language, nationality, religion or geographical location.	How Man Began Walter L. Bateman

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Races of Man	I. Races of Man Definition of race--a number of people who are like each other physically and who pass on those physical likenesses to their children. A. Caucasoids--location--map #1 1. Skin is fair in most of Europe, usually darker in Western Asia and India and becoming almost black in Bengal and southern India. 2. The color of the iris ranges from blue to dark brown. 3. Hair is for the most part straight or wavy. 4. Faces and noses range from narrow and beaked to broad and snubbed. 5. Lips are usually thin and rarely very everted. 6. Teeth are usually small to medium in size. 7. Chins usually more or less prominent. 8. In males, beard and body hair growth varies but ranges from light to heavy. 9. Balding is frequent and graying tends to set in early. 10. Body build is variable, trunks relatively long and calf muscles developed. B. Mongoloids 1. Skin color varies regionally in Asia and Americas from sallow brunette--white to reddish brown. 2. Eyes are usually brown. 3. Hair is black, with red undertones in some populations. Hair is straight and coarse and grows long on the head but is sparse on body and beard. 4. Mongoloids rarely become bald and do not turn gray until an advanced age, if they do at all. 5. They have high cheekbones. 6. They have slanted eyes which are protected by fat-padded lids that appear slanted. 7. Faces are usually relatively flat-looking. 8. Noses are usually flat and beaked. 9. The body build is variable tending toward a long trunk and short limbs, with particularly short forearms and lower legs. 10. Hands, feet, and wrists are small. C. Australoids 1. These are the most archaic-looking members of mankind. 2. They appear with beetling brows, sloping foreheads, concave temples,	The Living Races of Man, Carlton S. Coon; p.19;10-14

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V. Information Retrieval

Committee C

Races of Man

deep-set eyes, large fleshy noses, projecting jaws, and large teeth.

3. Their hair form ranges from tightly curled to straight, but among the Australian aborigines and most of the Australoids of India, it is usually wavy.
4. Their beard and body hair is distributed as in Caucasoids, and like the Caucasoids, they tend to grow bald and to turn gray quite early in life.
5. Their eyes are brown and hair is usually black.
6. Their skin color ranges from sooty, near black that is mat in tone to medium or even light brown.
7. In body build they resemble the Caucasoids, although arms and legs may be thinner and longer.
8. The Australoids have been considered by a number of anthropologists as being archaic survivors of the stock from which Caucasoids also evolved.

D. Congoids
1. The African Negroes are members of this category.
2. Their skin is glossy black or dark brown.
3. Eyes are black, hair is tightly curled and they have moderate to sparse beard and body hair.
4. Other characteristics are bulbous foreheads, protruding eyeballs, broad upturned noses with wide nostrils, small close-set, tightly rolled ears; protruding jaws; large teeth; and thick lips.
5. The body build is very special with relatively short trunks, and long limbs and long forearms and lower legs.
6. Negroes have unusually flexible joints.

E. Capoids
1. They inhabit marginal areas of South and East Africa.
2. The Bushmen who constitute the least-mixed population are short and in many cases, infantile-looking, with very flat faces and noses, and yellowish skins that wrinkle with age.
3. They have the world's most tightly coiled hair, spiraled in tufts with patches of bare scalp, moderate beard growth, and little body hair.
4. In body proportions they seem more Mongoloid than Congoid, with short limbs and small hands and feet.

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STRATEGY	CONTENT	MATERIALS

V. Information Retrieval

Committee D

Races In Our Country

I. Races in our Country

A. Caucasoid
   1. The first Europeans came to America in 1492.
   2. They found little opposition from the original inhabitants.
   3. They located throughout the United States. Refer to map III.

B. Congoid
   1. They were the first brought to America by Portuguese slave traders.
   2. They were used as plantation workers.
   3. They settled mainly in the south. Refer to map.

C. Mongoloid
   1. The American Indians were the original inhabitants of the United States.
   2. The land was gradually taken from them by the Europeans.
   3. Today they are located on reservations in the mid-west and west.
   4. Chinese and Japanese settled mainly on the coasts.

D. Questions that may be brought up by the teacher or the class to be answered in succeeding units:
   1. When did these people come to America?
   2. Why did they come to America?
   3. How did they come to America?
   4. Why did they settle where they did?

E. How do the people of various races differ in the United States?
   1. Physically--The variance among the races is the same as that described in section three of the content (Committee C--pink pages). It must also be remembered, however, that there has been much racial mingling so that it is very difficult to generalize accurately about the color or other characteristics of various racial groups. At one end of the spectrum, therefore, some blacks are whiter than some whites and conversely some whites are darker than some blacks.
   2. Functionally--There is no evidence to support the position that members of any one racial group in the United States are functionally different from any other. That is, they all seem to be able to perform the same types of work, given the education and the opportunity.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D Races In Our Country	RACE, REGION AND INTELLIGENCE (This paper presents) an analysis...of the findings relative to the various categories of Negro and white draftees who took the intelligence tests administered by the United States Army during World War I. The findings are (based on) a total of 25,575 Negroes drawn from twenty-three states and the District of Columbia, and on 55,838 whites drawn from all the states in the Union and the District of Columbia.	Introduction to the Behavioral Sciences--An Inquiry Approach Holt, Rinehart & Winston, p. 243

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STRATEGY

V. Information Retrieval

Committee D

Races In Our Country

CONTENT

TABLE I

BETA SCORES FOR NORTHERN NEGROES AND SOUTHERN WHITES

Rank Order	Northern Negroes	Range	Median Score
1	Ohio	0-94	39.65
2	Kansas	5-84	37.50
3	New York	0-89	33.55
4	Missouri	8-74	33.50
5	Indian	0-89	31.90
6	Illinois	0-84	31.70
	Average Median Score		34.63

Rank Order	Southern Whites	Range	Median Score
1	Kentucky	0-84	12.30
2	Virginia	0-104	20.65
3	Alabama	0-79	27.00
4	North Carolina	0-84	27.00
5	Louisiana	0-99	32.25
6	Florida	0-69	32.50
7	Mississippi	0-84	32.85
8	West Virginia	0-89	33.00
9	Arkansas	0-99	33.55
10	South Carolina	0-109	34.30
11	Tennessee	0-79	34.45
12	Maryland	0-109	36.15
13	Georgia	0-104	36.25
14	Texas	0-79	36.65
	Average Median Score		31.11

MATERIALS

Introduction to the Behavioral Science--An Inquiry Approach Holt, Rinehart & Winston, p. 246

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STRATEGY

V. Information Retrieval

Committee D

Races In Our Country

CONTENT

TABLE 2

MEDIAN COMPREHENSIVE ALPHA SCORE

Rank Order	Northern Negroes	Range	Median Score
1	Ohio	0-154	45.35
2	Illinois	0-184	42.25
3	Indiana	0-154	41.55
4	New York	0-164	38.60
	Average Median Score		41.94

Rank Order	Southern Whites	Range	Median Score
1	Arkansas	0-159	35.60
2	Mississippi	0-174	37.65
3	North Carolina	0-159	38.20
4	Georgia	0-194	39.35
5	Louisiana	0-174	41.10
6	Alabama	0-189	41.35
7	Kentucky	0-184	41.50
8	Oklahoma	0-179	43.00
9	Texas	0-189	43.45
10	Tennessee	0-174	44.00
11	South Carolina	0-164	45.05
	Average Median Score		40.93

MATERIALS

Introduction to the Behavioral Science--An Inquiry Approach Holt, Rinehart & Winston, p. 247

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STRATEGY	SUGGESTED REPORTING ACTIVITIES
VI. Reporting Findings to the Class	1. Prepare and present a report on archeology and archeologists. Some may wish to report on the Leakeys or other specific searchers.
	2. Prepare a world map to show the location of sites where the remains of early men were found.
	3. Write a story to show how the African man might have felt as he viewed the earth for the first time.
	4. Prepare a mural to show the evolution of man.
	5. Prepare and present a report on fossils.
	6. Make drawings of the various stages of evolution of man.
	7. Prepare a bulletin board of home-made tools which simulate those Neanderthal man may have had.
	8. Present the findings of your committee in the form of a playlet in which a group of anthropologists sets out on a dig. You can include the methods of the anthropologists and the findings concerning the origin of man.
	9. Stage an interview with an anthropologist and a racist. Discuss what race is and whether there is a common origin of man.
	10. Prepare a several-stage mural depicting the evolution of man and the adaptations which gave rise to "races".
	11. Construct transparencies using the data which your committee has gathered concerning races in the United States and their various characteristics. Juxtapose these with other data which present contrasting views.

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VII. Overview

At this juncture, the students will have raised questions concerning the unit, researched answers to these questions and will have reported their findings to the class. It is now desireable that the class look at the original list of questions generated during the second step (II, Raising Questions) to determine if all their questions have been answered, and formulating new questions they would like to answer individually as a result of this unity study.

With the detailed questions answered, the class is now ready to face the broader synthesizing questions which should be posed by the teacher and/or the class. Some of these questions might be:

1. Do you believe there is something called race? How could you argue that there is no such thing as race?
2. Do you believe that some stocks of human beings are superior to others?
3. If you believed in a superior race, what would be the consequences in terms of getting political power, education, jobs, etc.,? What group would you want to be in? Are there some races in our country or in the world who believe or act as if they believe they are superior? (Are there some people in this class who believe that?) How would it make you feel to be a member of a "superior race?" a member of an "inferior race?" What happens to government if the people in power believe in a superior race?
4. What support could you give to the position that people in the United States believe in racial discrimination?

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VIII. Generalizations

As a result of having studied this unit, pupils may be able to arrive at the following generalizations stated in simpler form.

Natural selection and the process of adaptation leads to differentiation of the physical characteristics of groups of people.

Differences in racial backgrounds are not known to be causally related to differences in intelligence.

Deprivation, physically, educationally, commercially, is the major cause of socio-economic differentiation among the races in the United States.

While people are supporting themselves with hunting, fishing and wild food-gathering, the area will support only a thin population.

1. Man's need for transportation is timeless and all-inclusive. It is equally essential to economic, political, religious, educational, and other cultural activity.

2. A society with a very simple technology and lacking any means of transportation save human carriers is confined to the resources of a single area and may achieve only a bare subsistence.

3. While improved transportation has contributed markedly to the concentration of populations, it has also aided in the dispersion of populations, especially around the large metropolitan areas.

4. The difference in recreational patterns is an outcome of the cultural conditions under which leisure is used profoundly affect both the individual and the world in which he lives.

5. Each human being is born into a society which is not formless but organized.

6. In primitive society, where there is less division of labor and where change is slower, there are few associations and they are

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VIII. Generalizations
(continued)

more inclusive.

7. An important principle underlying all systems of government is that of willingness to sacrifice for the general good of the group.

8. Only through discovery and invention, and their methods of observation and experimentation, can man add new elements to the total content of his culture.

One of the features which distinguishes all men from other animals is that as conditions change, man can devise methods of coping with these changes without waiting for the lengthy process of evolution.

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IX. Suggested Culminating Activities

1. Make a chart showing the physical appearances of each of the early men.
2. Role playing--archaeologist discovering artifacts.
3. Prepare slides of the children with their finished products and using during the culmination or presented to a PTA meeting.
4. Make an annotated scrapbook showing the evolution of man.
5. Present a puppet show to show the first meeting of Neanderthal and Cro-Magnon man.
6. Prepare oral and/or written reports. (These may be specific or general, this gives a chance for creativity in culmination and may indicate attitudes.
7. Write a television script for a documentary on man's development.
8. Present a program--"This is Your Life --Man."
9. Prepare a program, "All About Races," for a school assembly or a PTA meeting.
10. Prepare a news letter containing articles which tell about some of the changes which would occur politically, socially, economically, if there were a superior race.

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